

Unit Planning Guide: 12 Unit 2 of 8

Unit Title: Engaging the Reader	Pacing (Duration of Unit) 5 weeks (weeks 6–10)
Grade: 12	Buffer Day(s): 2

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Priority standards

RL.12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (where a story is set, how the action is ordered, how the characters are introduced and developed)

RL.12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meaning or language that is particularly fresh, engaging, or beautiful.

RI.12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

L.12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics, (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WIDA for English Language Learners

Standard 1: ELLs communicate for Social and Instructional purposes within the school setting

Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

Meaning (*Mostly assessed through Performance Tasks/Assessments)	
Big Ideas: <ul style="list-style-type: none">· An author's social, historical, political, and economic environment help shape his/her purpose· Figurative and rhetorical language help to create meaning and purpose·	Essential Questions: <ul style="list-style-type: none">· How does your personal life affect your writing?· How do national and world events affect your writing?· How do authors use figurative and rhetorical tools to enrich their writing?·

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- author's intentions are reflected in his/her choice and arrangement of the elements of literature
- language serves to make meaning, create style and deepen comprehension
- complex ideas are developed over the course of a text
- writing informative/explanatory texts conveys complex information to the reader
- effective writing involves topic development, transitions, precise language, and a reflection
- literacy devices enhance a text and help an author to convey tone and theme

Skills:

- Analyzing the impact of the author's choices regarding how to develop and relate elements of a story or drama
- Determining the meaning of words and phrases as they are used in the text
- Analyzing a complex set of ideas or sequence of events and explain how they develop
- Analyzing and evaluating the effectiveness of the structure an author uses
- Applying knowledge of language to understand how language functions in different contexts, to make effective choices, and to comprehend more fully
- Writing arguments to support claims using valid reasoning and relevant evidence while including counterclaims with evidence.
- Writing informative/explanatory texts to examine and convey complex ideas, concepts, and information by developing the topic thoroughly, using transitions, using precise language, figurative language and analogies, establishing and maintaining a formal style and objective tone, and providing a reflective concluding statement